

DOCUMENT RESUME

ED 276 691

SP 028 216

AUTHOR Chernow, Fred; Chernow, Carol
TITLE "Not for Me!" An Educ-Coloring Book and Teacher's Guide.
REPORT NO ISBN-0-9610742-1-3
PUB DATE 86
NOTE 51p.
AVAILABLE FROM Purcell Productions, Inc. 484 West 43 St. (23 M), New York, NY 10036 (Family Pack (4 + Guide) \$17.95).
PUB TYPE Guides - Classroom Use - Guides (For Teachers) (052)
EDRS PRICE MF01 Plus Postage. PC Not Available from EDRS.
DESCRIPTORS *Drug Abuse; Elementary Education; *Habit Formation; *Health Education; *Peer Influence; *Physical Health; Self Esteem

ABSTRACT

"Not for Me!" presents a novel approach to drug abuse prevention. The time-tested vehicle of the coloring book is used along with a carefully-worded caption on each of its thirty-one pages. Both the caption and naturalistic art work are geared to saying "No!" to drugs. The detailed Teacher's Guide provides the classroom teacher or concerned parent with a complete Lesson Plan for each page in the Edu-Coloring Book. The classroom-tested Guide provides the teacher with a comprehensive outline to accompany each page of the book. These learning aids are: Aim of the Lesson, Vocabulary, Materials, Motivation, Picture Study, Teacher Questions, Follow-up Activities, and Related Reading. Other features of the Guide include methods of correlating traditional school subjects to drug prevention. References are made to Science, Social Studies, Math, Hygiene, and Writing Skills. Related readings are listed for each page to expand both the teacher's and pupil's knowledge. A list of current audio-visual materials is included to help teachers further vitalize the topics covered. Complete step-by-step directions to the teacher are included. Cover materials provide the reader with free and inexpensive teaching material sources, toll-free 800 telephone numbers for direct help, and a ten-step Parent's Guide on how to help their child say "No" to drugs. (Author)

* Reproductions supplied by EDRS are the best that can be made *
* from the original document. *

ED276691

Teacher's Guide for

NOT FOR ME!

An Edu-Coloring™ Book
By FRED and CAROL CHERNOW

"PERMISSION TO REPRODUCE THIS
MATERIAL IN MICROFICHE ONLY
HAS BEEN GRANTED BY

L. Purcell

TO THE EDUCATIONAL RESOURCES
INFORMATION CENTER (ERIC)."



U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION
CENTER (ERIC)

- ☐ This document has been reproduced as received from the person or organization originating it.
- ☐ Minor changes have been made to improve reproduction quality.

- Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

Copyright • 1986 PURCELL PRODUCTIONS, INC.
All Rights Reserved

BEST COPY AVAILABLE

SP 028216

Not For Me presents each child in your class with a simple but effective approach to drug abuse prevention. The time-tested vehicle of the coloring book is used along with a carefully-worded caption on each page. Both are geared toward saying "no" to drugs.

The proven high level of pupil acceptance of applying colors of his or her own choice to a pre-printed outline makes this an excellent vehicle for reaching the otherwise reluctant or slow learner — as well as the more gifted and talented student. The trial tests of *Not For Me* among hundreds of average pupils on a variety of grade levels in a K-5 elementary school consistently showed positive pupil response and an enthusiastic reception from teachers.

The detailed Teacher's Guide provides the classroom teacher with a complete Lesson Plan for each page in the book. A quick scanning of the Guide will suggest ways in which you, the teacher, can adapt the lesson elements to meet the particular needs of your pupils. We have written the questions on a variety of levels. Each teacher will know just how to phrase each item to suit his or her class. We have provided the basic structure.

Another feature of the Guide is the way in which other school subject areas are brought into play. References are made to science, social studies, math, hygiene and writing skills. Related readings are listed for each page to expand both the teacher's and pupil's knowledge.

GENERAL DIRECTIONS

1. Review the Teacher's Guide material before you introduce the page to the class.
2. Send for material from each of the sources listed on the inside front cover so that you will have the latest information in this fast-breaking field.
3. Encourage pupils to use a variety of coloring media. In addition to crayons, pupils can use colored chalk and pencils, as well as markers. **Be sure to remind pupils to insert several sheets of newsprint or bond paper between their work and the next page if markers or water colors are used.**
4. Cut out examples of completed pages to make bulletin board displays or for use as discussion starters.
5. Refer to drug misusers and abusers as victims rather than as depraved individuals. Do not act judgmentally but show concern. Emphasize prevention rather than repudiation. Our main thrust throughout the book is "How to say 'no' to drugs." We welcome letters from teachers describing your experiences with the book as well as any suggestions you may have.

AUDIO-VISUAL MATERIALS

Films and filmstrips serve to vitalize this area of instruction, more than other strategy. The following list is merely representative of the dozens and dozens of colorful audio-visual materials that will enhance your lessons. We have taken one item from each vendor to give you an idea of the host of offerings. A post card to these A-V suppliers will bring you their catalog of newest offerings which are constantly changing.

CHURCHILL FILMS, INC.
622 N. Robertson Blvd.
Los Angeles, CA 90069

EDUCATION ACTIVITIES, INC.
Box 392
Freeport, NY 11520

ENCYCLOPEDIA BRITANNICA
425 North Michigan Avenue
Chicago, IL 60611

GUIDANCE ASSOCIATES
757 Third Avenue
New York, NY 10017

NATIONAL CONGRESS OF PARENTS
AND TEACHERS
700 North Rush Street
Chicago, IL 60611

PERENNIAL EDUCATION, INC.
Box 236
Northfield, IL 60093

WALT DISNEY EDUCATIONAL MEDIA
500 South Buena Vista Street
Burbank, CA 91521

Drugs and the Nervous System. 16 mm
"How misuse can disrupt body functions."

Drugs, Poisons, & Little Children Filmstrip
"Drugs can make sick people well and well people sick."

The Most Important Person 16 mm
"Film series on self-worth"

Values Filmstrip with cassette
"Discussion starters for decision-making"

Alcohol Alley Filmstrip
"Peer pressure on decision-making"

Sniffy Escapes Poisoning Videocassette
"Animated cartoon warning about misuse of medicine."

Donald's Better Self 16 mm
"Negates glamour associated with smoking."

LESSON PLANS pp 2-32

• Page 2

Aim:

To understand the effect drugs have on people.

Vocabulary:

capsule, chemicals, medicine, over-the-counter, pill, prescription, tablet.

Materials:

A bottle of over-the-counter cough medicine.

Motivation:

Why do people take medicine?

Picture Study:

What is the nurse doing?

Why isn't the child taking the medicine himself?

Why do you think the child is in the hospital?

Questions:

1. What kinds of medicine have you taken?
2. What are some forms that medicine takes?
3. What is another name for chemicals that change the way our minds and bodies work?
4. Are there any "good" drugs? Name some.

Follow-Up Activities:

1. Discuss some of the sources of drugs that the children have mentioned. (plants, bark, roots, artificial chemicals)
2. Prepare two columns on the chalkboard. Label one column, "Over-the-Counter." Label the second column, "Prescription." Have pupils suggest drugs for each column.
3. Read to the class the ingredients printed on the bottle of cough medicine.
4. Point out why some ingredients that appear in prescription medicines are not found in over-the-counter products.

Related Reading:

The Good Drug and the Bad Drug

John S. Marr, M.D.; M. Evans and Company

Licit and Illicit Drugs

Edward M. Brecher; Little, Brown and Company

• Page 3

Aim:

To understand the need for care in taking medication.

Vocabulary:

dose, medication, pharmacy, vial.

Materials:

Labels from some prescription drugs. Make sure containers are empty.

Motivation:

Pass containers around the room. Ask pupils what information is given on the label. (Patient's name; doctor's name; pharmacy's name, address, phone; drug name, dose, date)

Picture Study:

What is the girl doing?

Why do you think she is taking the capsules?

Questions:

1. Why do medicines have labels?
2. What information can you find on the label.
3. Why is the doctor's name listed on the label?
4. Why are the pharmacy's name and location listed?
5. What does "dose" mean?
6. Why are some medicines taken more than once each day?

Follow-Up Activities:

1. How can a good drug be used in a bad way?
2. If one pill is good for you does that mean that two pills are better? Why? Why not?
3. Draw a picture of a label for some magic pill that you have discovered. Include all the items needed for the label. On the back of your paper tell us what your miracle drug can do.
4. Why do doctors and pharmacists make sure that the medicines they give people are absolutely clean and free from other ingredients?

Related Reading:

Drug Use and Drug Abuse

Geraldine Woods; Franklin Watts.

• Page 4

Aim:

To understand and appreciate wholesome health practices.

Vocabulary:

habits, habit-forming, prevention, recreation, relaxation, stress.

Materials:

Refer to previous learnings in hygiene book and classroom discussions.

Motivation:

Display a picture of a smiling child engaged in a recreational activity. Lead a discussion of favorite ways in which your pupils like to relax.

Picture Study:

In relation to good health, what does the orange juice represent? the child asleep?

Questions:

1. What are some ways in which colds can be prevented.
2. Why do people need to get enough rest?
3. What role does exercise play in our lives?
4. How does exercise help to reduce stress?
5. What are some "natural" ways to good health?

Follow-Up Activities:

1. How can pill-taking become a habit? What is meant by "dependency?"
2. Make a list of activities that promote good health for young people.
3. Prepare a menu for an attractive, tasty, and healthful meal.
4. Make a list of natural sources of Vitamin C.

Page 4 (con't)

Related Reading:

Prescription Drug Abuse: the Dangers

Anne Cardoza; Pamphlet Publications,
Dayton, Ohio 45459

• Page 5

Aim:

To clarify the meaning of drug abuse.

Vocabulary:

abuse, dependence, habit, hypochondria.

Materials:

Display cover stories in familiar magazines relating to drug abuse.

Motivation:

Ask pupils to name some famous person who died as a result of drug abuse.

Picture Study:

Should a child this age be taking medication on her own?

Questions:

1. Do most home medicine cabinets contain as many drugs as this one?
2. Why should medication for children be given by an adult?
3. What happens to some medicine when it gets old?
4. Can a good drug be used in the wrong way? Give an example.

Follow-Up Activities:

1. Discuss the meaning of the term: child abuse.
2. Move on to a discussion of the term: drug abuse.
3. Explain what is meant by the term: over-medication. Relate this to self-medication.
4. What is the difference between too frequent use and over-dosage?

Related Reading:

Drug Abuse. Richard A. Lindblad.

Carolina Biology Co., Burlington, N.C. 27215

• Page 6

Aim:

To encourage the making of wise choices.

Vocabulary:

crack, dependency, peer pressure.

Materials:

Display headline from a recent newspaper regarding the use of crack.

Motivation:

How do you make everyday choices in your life? what helps you make good choices?

Picture Study:

What are these boys doing?

How can this choice affect them?

Questions:

1. What is crack?

2. How is it made?

3. What can one dose of crack do to the user?

4. Why is it smart to ignore peer pressure to "try it...you'll like it"?

Follow-Up Activities:

1. Correlate math concepts of a gram, kilogram, and ounce.
2. Refer back to the deaths of celebrities. How could these deaths have been avoided?
3. Write a letter to an elected official complaining about the availability of deadly drugs.
4. Help pupils prepare a good answer in case they are ever offered some free drugs.

Related Reading:

Healthy Habits or Destructive Addictions.

Stanton Peele; Prentice Hall.

Cocaine: The Mystique and the Reality.

Joel Phillips and Ronald Wynne. Basic Books

• Page 7

Aim:

To encourage rational thinking.

Vocabulary:

abusers, control, isolation.

Materials:

Draw a stick-figure of a man on the chalkboard. A few inches away draw a picture of a capsule. Join the two pictures with the links of a heavy chain.

Motivation:

How can a half-ounce capsule control a 200-pound man?

Picture Study:

What do you think this girl is thinking about?

Questions:

1. How do you think most drug abusers start?
2. Why do you think her friends dropped her when she became a drug user?
3. Why is it hard for a drug abuser to hold on to a job?
4. What happens to a family when one member becomes a drug abuser?

Follow-Up Activities:

1. Role-play a situation between two parents and a teen-aged drug abuser who is their child. Have different pupils act out the various roles. Point out to the class how different were the reactions of different "parents" and "abusers."
2. Where could this girl turn for help?
3. How can friends help a young person who talks about wanting to try drugs.
4. Make a list of five good reasons not to "try" drugs.

Related Reading:

Drug Abuse Prevention for You and Your

Friends. U.S. Department of Health and Human Services. Rockville, Md. 20857.

• Page 8

Aim:

To understand the consequences of drug abuse.

Vocabulary:

"detox", drug treatment center, overdose.

Materials:

Display a cardboard clock. Use clock arms to show at which times a drug to be taken "every four hours" would be administered. Have pupils take turns suggesting different combinations of times of day. Have pupils handle the clock.

Motivation:

What would happen if you ate too much cake and ice-cream at a party?

Picture Study:

What happened to this person who took too much of a drug? Why are his arms and legs tied down?

Questions:

1. How can drugs affect the way you think? How can they affect your personality?
2. How can a hospital get rid of some of the drugs this man took?
3. Why do some people think they can take drugs without harming themselves?
4. If certain drugs have been found to be harmful would you want to take them? Why? Why not?

Follow-Up Activities:

1. Make a list of drugs that have been found to be harmful.
2. Make a list of some innocent habits you have.
3. What are some rules for breaking a habit?
4. Can drug abuse be broken as easily? Why not?

Related Reading:

Drug and Alcohol Emergencies.

Brent Hafen, Ph.D. Hazelden Educational Service Center City, Minn. 55012

• Page 9

Aim:

To encourage independent thinking.

Vocabulary:

cocaine, "hooked", marijuana, pot.

Materials:

Display charts of drug paraphernalia.

Motivation:

Relate independent choices pupils have made in their daily lives. How do you choose which clothes you are going to wear to school? What kinds of snack food do you usually choose? With whom do you enjoy spending your free time?

Picture Study:

Why is the boy passing his cigarette to the girl? What can she do about this? If you were the girl, what would you say?

Questions:

1. Is it fair to hook someone else on a drug? Why do some people do it?
2. Why do some people "give in" to pressure?
3. How can each person make up his or her own mind about things?
4. How do you decide things for yourself?

Follow-Up Activities:

1. Act out the scene shown in this picture. Have you ever seen anything like this on TV or in the movies? How did it turn out?
2. Give three different ways of saying "no" to an offer of drugs.
3. What can happen when needles are shared?
4. What is meant by the expression: "Misery likes company."

Related Reading:

You Asked For It.

Wisconsin Clearing House.

Madison, Wisconsin 53704

• Page 10

Aim:

To see that alcohol is also a drug.

Vocabulary:

alcohol, drunk, high, intoxicated.

Materials:

Make a display of magazine advertisements for wine, beer, and liquor.

Motivation:

What happens when someone has had too much alcohol to drink? Why do safety experts say that alcohol and gasoline don't mix?

Picture Study:

How do you think the man in the chair feels?

Questions:

1. What are some beverages that contain alcohol? Why do people drink them?
2. Where are these beverages sold?
3. Why are there age requirements for the sale of alcohol?
4. How did drinking become a habit for some people? Is it easy for them to stop?

Follow-Up Activities:

1. How does alcohol affect the brain? Use your hygiene book.
2. Why are there more driving accidents on New Year's Eve than at other times?
3. In what ways are alcohol and hard drugs alike?
4. People who have broken their alcohol habit are very careful not to take even one drink. Why do you think this is so?

Related Reading:

Preventing Alcohol Trouble with Children

R.I. Youth Guidance Center

Pawtucket, R.I. 02860

• Page 11

Aim:

To see that alcohol does not solve problems.

Vocabulary:

permanent, temporary.

Materials:

Picture of young people having fun at a picnic or engaged in sports activity.

Motivation:

How do friends help you feel better about yourself?

Picture Study:

Which of these girls will have the most fun after school? Why?

Questions:

1. Can alcohol take the place of friends?
2. How can too much alcohol affect your body?
3. Why is the high from alcohol only temporary?
4. Why is friendship a more permanent way to solve problems?

Follow-Up Activities:

1. Make a list of the kinds of problems these girls might have.
2. Can alcohol solve any of these problems?
3. Write a solution to each problem on your list.
4. How can a friend help solve a problem you may have?

Related Reading:

Broken Bottles, Broken Dreams.

Charles Deutsch.

New York: Teachers College Press

• Page 12

Aim:

To understand what alcohol can do to people.

Vocabulary:

Alcoholic, beer, "hangover".

Materials:

Display a picture of the brain that appears in the class encyclopedia or in a science textbook.

Motivation:

What effects does alcohol have on our brain? Would you want to be on an airplane with a pilot who had been drinking? Why not?

Picture Study:

What effect has the beer had on this boy? Does the amount of alcohol consumed affect the brain?

Questions:

1. Would you want to drink something that slows the activity of the brain?
2. Why do people drink?
3. What are some of the causes of alcoholism?
4. If alcohol is so dangerous why isn't it illegal?

Follow-Up Activities:

1. Discuss the term "escape." Why do people look for escape? Is alcohol a suitable escape? What would

be better?

2. Use the science text to look for material on the effect of alcohol on the body.

3. What is the minimum drinking age in your locality? Why are these rules set?

4. Should the whole country have the same minimum drinking age requirements? Why?

Related Reading:

Alcohol: Drink or Drug.

Margaret O. Hyde. McGraw Hill

• Page 13

Aim:

To understand the concepts of diet and health.

Vocabulary:

appetite, calories, exercise, metabolism.

Materials:

Use a height and weight chart. Ask pupils to compare their own weights.

Motivation:

How do people reduce or gain weight?

Picture Study:

Which of these methods of weight control can become a lifetime habit?

Which can be temporary?

Which can be deadly?

Questions:

1. Why is taking pills the worst way to lose weight?
2. What are some foods that add calories but little food value?
3. What are some foods that are good to eat and not fattening?
4. What are some forms of exercise that you can use?

Follow-Up Activities:

1. Use your hygiene book to list the basic food groups.
2. Plan a weekly menu for a child your age to follow if he or she wants to lose weight.
3. List your favorite lunch items served in the school lunchroom. What would you say was the size of an adequate serving of each item?
4. Use a food chart to figure out how many calories you consumed for breakfast. How many calories did you burn up coming to school?

Related Reading:

Children and Drugs. Jules Saltman.

Family Life, Box 427, Saluda, N.C. 28773.

• Page 14

Aim:

Understanding how we feel about ourselves.

Vocabulary:

cancer, dependency, nicotine, tar.

Materials:

Refer to your hygiene text for a picture of the human lungs. If possible, display a picture of the lungs of a

Page 14 (con't)

long-time cigarette smoker.

Motivation:

Draw a picture of yourself as you think you will look in ten years. (Did anyone include a cigarette in the picture?)

Picture Study:

Why do these girls think that they need to smoke?

Questions:

1. What does smoking cigarettes say about a person?
2. Do you need to smoke in order to feel that you are grown up? To feel accepted?
3. What happens to the smoke that enters your body? Where does the tar go?
4. Have you ever smelled the breath of a cigarette smoker? What happens to their teeth and their fingertips?

Follow-Up Activities:

1. How does smoking affect a person's ability to run fast or climb stairs? Why does this happen?
2. Look up these diseases in an encyclopedia: lung cancer, emphysema, pneumonia. How are they related to cigarette smoking?
3. On a wall map locate the states in which tobacco is grown. How would these farmers feel about a ban on cigarettes?
4. Have pupils bring to class different forms of the Surgeon General's warning on smoking and health.

Related Reading:

Smoking. Sherry Sonnet.
Franklin Watts.

• Page 15

Aim:

What is the relationship between marijuana and the law?

Vocabulary:

enforcement, illegal, imprisonment, repeat offenders.

Materials:

School rules about controlled substances and drugs.

Motivation:

Can pot smokers be arrested?

Picture Study:

What kind of cigarettes are these boys probably smoking? What will happen if the police check out their cigarettes?

Questions:

1. What is marijuana? (Distinguish between cannabis and hashish, if pupils seem ready.)
2. Why are there laws against its use?
3. What kind of a penalty can a repeat offender receive?
4. What do the police assume if someone is caught with a large supply?

Follow-Up Activities:

1. Point out that the hemp plant, **cannabis sativa**, is the source of marijuana.
2. Explain that the dried flowers and leaves are usually smoked in a cigarette (joint) or a pipe. Marijuana can also be eaten.
3. Describe personality changes that can take place in a person who uses marijuana frequently.
4. Emphasize that enforcement policies vary from state to state but that possession of marijuana is illegal in all states.

Related Reading:

Marijuana and the Law

Life Skills Education, Inc.
Weymouth, Mass. 02188

• Page 16

Aim:

To understand the dangers of cocaine and crack use.

Vocabulary:

free-basing, snorting, overdose, coca plant.

Materials:

Newspaper or magazine picture of crack vial.

Motivation:

What are some of the things you have heard about cocaine or crack? How does what you have heard on the street compare with what you have heard on the radio or TV?

Picture Study:

How did the use of crack affect this person?

Questions:

1. How is crack made?
2. Where can people get crack?
3. What is meant by "cutting" cocaine before it is sold?
4. How are people affected after using cocaine or crack? How is their dependency greater than that of the marijuana user?

Follow-Up Activities:

1. Look up the coca plant in the encyclopedia. How is it different from the cocoa plant?
2. Use a wall map to locate Peru, Bolivia, and Colombia, the principal sources of cocaine.
3. Emphasize how cocaine and crack are much more likely to be habit-forming than marijuana.
4. Tell the class how cocaine was widely used at the start of this century. Point out that small quantities were even used in preparing Coca Cola.

Related Reading:

Cocaine. Life Skills Education, Inc.
Weymouth, MA 02188

• Page 17

Aim:

How can we learn to say "no" to drugs?

Page 17 (con't)

Vocabulary:

dealer, heroin, narcotics, pusher.

Materials:

Display a drug poster that warns against drug use.

Motivation:

Have you ever said "yes" to a friend's suggestion when you really wanted to say "no"? When?

Picture Study:

Do you think these young men are sorry they said "yes" to heroin? Why?

Questions:

1. Because heroin is illegal what happens to the price of the drug?
2. What can a heroin addict do if his body needs more of a drug and he can't get any?
3. What is meant by the phrase "a fifty-dollar-a-day habit"?
4. What happens when the body gets used to a small quantity of a drug?

Follow-Up Activities:

1. Discuss the relationship between crime and drug addiction.
2. Have pupils write a letter to the editor of a daily newspaper about the need for stronger drug laws.
3. How does heroin get into our country?
4. Make a list of common street names for heroin.

Related Reading:

Drugs Don't Take People, People Take Drugs.
Eugene Kaplan, Lyle Stuart, Secaucus, NJ 07094

• Page 18

Aim:

To understand the dangers of self-injection.

Vocabulary:

needle, injection, puncture, syringe.

Materials:

Use a hygiene book to illustrate how a diabetic must use a syringe to administer a dose of insulin. Point out all the precautions and care that must be taken.

Motivation:

Help pupils recall getting a 'shot' in the doctor's office.

Picture Study:

Why is this young man giving himself a shot?

Questions:

1. What kinds of shots do doctors give children?
2. What happens to the needle after the doctor has used it? Why?
3. Where does the doctor get the medicine that he injects?
4. Where do people on the street get drugs to inject? Where do they get the needles?

Follow-Up Activities:

1. Discuss diabetes and the fact that some people

legitimately give themselves shots with a carefully controlled dose of insulin. Review the need for disposable needles.

2. Display a chart of the circulatory system and how veins and arteries carry blood to different parts of the body.

3. Review the role of the skin as the body's largest organ. Emphasize its role in keeping impurities out of internal organs.

4. Why can a shared needle be deadly?

Related Reading:

Children and Drugs

Association for Childhood Education
International.; Washington, D.C. 20016

• Page 19

Aim:

To understand the effect of drugs on adults.

Vocabulary:

addiction, escape, isolation.

Materials:

Read aloud the printed message on a commercial Mother's Day card. If one is not available, use a suitable poem.

Motivation:

How do parents show love for their children?

Picture Study:

How do you think this boy views his parent's feelings toward him?

Questions:

1. Why do some parents take drugs?
2. What is the best way for children to handle this problem.
3. Can a parent love a child and still be a drug abuser?
4. What special responsibility do these children have? Describe.

Follow-Up Activities:

1. Have your pupils role-play a scene similar to the picture. Assume the TV has awakened the parent suddenly.
2. Make a list of people these children might turn to if the problem became worse.
3. Discuss the term "escape". Why do some parents look for an escape?
4. What can children do to reduce some of the pressures their parents feel?

Related Reading:

All In the Family

United States Jaycees
Tulsa, OK 74102

• Page 20

Aim:

What special role does a child play in the family of a drug abuser?

Page 20 (con't)

Vocabulary:

abuser, hangover, stoned.

Materials:

Display a picture of a nuclear family sitting around the dinner table.

Motivation:

Can you think of some occasion when a child takes on the role of a parent? How do you think the child feels about this?

Picture Study:

What is the condition of this father as he returns home from work? How can you describe him, using one word? What are some possible causes for his condition?

Questions:

1. Are children responsible for the way their parents act? Why not?
2. What are some reasons why parents might abuse drugs?
3. Why is it important for the child **NOT** to feel guilty about his father's behavior?
4. Where can this boy go for help?

Follow-Up Activities:

1. Have your pupils take turns describing how such a situation would make them feel.
2. Suggest ways in which children could react to this situation.
3. Ask pupils for suggestions as to how this boy should greet his father.
4. Emphasize the fact that the child should not feel guilty for the actions of his parents.

Related Reading:

A Family's Response to the Drug Problem.

Superintendent of Documents
U.S. Government Printing Office
Washington, D.C. 20402

• Page 21

Aim:

What effect does alcohol have on people?

Vocabulary:

abstain, drunk, intoxicated, sober.

Materials:

Show on the chalkboard how one can of beer, one mixed drink, and one glass of wine all have approximately the same amount of alcohol.

Motivation:

Have you ever seen someone drunk on TV? How does alcohol affect their speech and movements? How do you think it affects their ability to think clearly?

Picture Study:

Ask pupils to compose a brief skit around this picture. Let them give lines to each of the three figures.

Questions:

1. How do you think this young man feels?
2. Why does he still have a can of beer in his hand?
3. What do you think his parents will do?
4. Why do you think his parents waited up for him?

Follow-Up Activities:

1. Use a chart of the human body to show how alcohol enters the bloodstream and travels to all parts of the body.
2. Explain how alcohol affects the brain by knocking out control centers, resulting in intoxication.
3. Point out that alcohol abuse can lead to violent behavior, accidents, absence from school or work, and health problems.
4. Review the connection between alcohol abuse and highway deaths.

Related Reading:

Alcohol: Facts for Decisions.

Gail Lichtman. New Reader Press
P.O. Box 131, Syracuse, NY 13210.

• Page 22

Aim:

To understand how drugs can change your body.

Vocabulary:

amphetamines, appetite, nutrients, suppressant.

Materials:

Write on the chalkboard a daily diet that school athletes might follow.

Motivation:

Think of your body as the engine of a race car. What would happen if gas were not put into the race car? What quality gas would you put into a valuable race car?

Picture Study:

How does this boy feel? How can you tell?

Questions:

1. What is the difference between hunger and appetite?
2. Why do humans need to eat three times a day to be at their best?
3. What happens to muscles if they do not receive nutrients?
4. How can a drug (amphetamine) fool your body into skipping meals?

Follow-Up Activities:

1. Point out that drugs are abused in every community. They are not abused only in the ghetto or in large cities.
2. Emphasize that adult-strength drugs are especially dangerous when taken by young people.
3. Make a weight chart on the board comparing the average weight of a pupil in your grade with that of an adult. Use this to illustrate the effect of a single adult dose on a smaller person.
4. Explain the concept of "irreversible" in regard to

Page 22 (con't)

how some damage to a child's body cannot be repaired.

Related Reading:

Cannabis: Effects on Health

Addiction Research Foundation

Madison, WI 53740

• Page 23

Aim:

Understanding the effects of some drugs on the brain.

Vocabulary:

caffeine, depressant, inhalant, stimulant.

Materials:

List the names of five pupils on the board. Ask each child to come up and write his or her usual bedtime next to his or her name. Ask other children how much sleep they usually require.

Motivation:

Did you ever see someone race a car's engine by pressing heavily on the gas pedal? Some drugs speed up the body's engine.

Picture Study:

How will this boy feel in the morning when it is time to get up?

Questions:

1. Why do people drink beverages that contain caffeine?
2. How does the brain react to cola, coffee, tea, or other everyday stimulants?
3. How do you feel when your body has not had enough rest?
4. Why are some stimulants called "ups" or "uppers"?

Follow-Up Activities:

1. Why might a long-distance truck driver or an athlete think about taking a stimulant? How could this be dangerous?
2. Define the term "crashing" as coming down from a drug that has produced an "up" feeling.
3. Review the concept of "tolerance" as the user needs larger doses to get the same effect.
4. Point out that some abusers inhale drugs. Remind pupils that even everyday items such as airplane glue can be dangerous if inhaled.

Related Reading:

Uppers and Downers.

Life Skills Education, Weymouth, MA 02188.

• Page 24

Aim:

Why do drugs affect different people in different ways?

Vocabulary:

sedative, stimulant, tranquilizer.

Materials:

Display advertisements for products that promise to help people fall asleep or help them wake up.

Motivation:

Why do people buy products like these?

Picture Study:

Could these people handle their lives without drugs?

How do you think they got started?

Questions:

1. What do some people do if one pill does not help them? Why is that dangerous?
2. What would happen if these people in the picture took both kinds of drugs?
3. Where do people get drugs that are not purchased in a pharmacy?
4. What can you tell about the purity of a drug you buy on the street?

Follow-Up Activities:

1. Use a class dictionary to find the definition of the word: tranquil. Ask pupils what they know about tranquilizers. Build on their information to point out the dangers of dependency on such drugs.
2. Make a list of the kinds of symptoms a tranquilizer-abuser is likely to show.
3. Have your pupils suggest the age groups and occupations most likely to abuse drugs. After their listing, help them to conclude that drug abuse crosses all age levels and all occupations.
4. Why can some people fall asleep without taking any kind of sedative?

Related Reading:

The Pill Book. Harold Silverman.

Bantam Books, School Division,

Des Plaines, IL 60018.

• Page 25

Aim:

Why do some people think they can take drugs without danger?

Vocabulary:

crack, free-base, overdose, over-confidence.

Materials:

Display a newspaper picture of a celebrity who recently died because of drug abuse.

Motivation:

Why is it especially sad when a young, talented person dies due to drug abuse?

Picture Study:

Can you name a famous person who died because of drug abuse?

Questions:

1. Why is alcohol considered a drug?
2. How is crack made from cocaine? What is "free-basing"?
3. Why is it much harder to give up some drugs? (Point out that most cocaine users started with

Page 25 (con't)

marijuana and that marijuana users can successfully give it up. It is much more difficult, often impossible, to stop craving forms of cocaine such as crack.)

4. Why is confidence a good thing, but over-confidence a bad thing?

Follow-Up Activities:

1. Discuss the role friends play in affecting a child's ability to say "no" to drugs.
2. What part does family life play in a young person's decision to reject drugs?
3. What is the meaning of this sentence: "Don't go along with the crowd"?
4. What are some popular songs with words that give people the wrong slant on drugs?

Related Reading:

Drugs: A Factual Account. Daniel Girdano
Addison-Wesley, Menlo Park, CA 94025

• Page 26

Aim:

Why are there no short cuts in reaching some goals?

Vocabulary:

inhalants, nutrients, steroids, uppers.

Materials:

Display a photograph of male and female bodybuilders.

Motivation:

Can anyone build muscles like these by taking a pill? Why not?

Picture Study:

Are there any short cuts to building your body or learning gymnastic skills?

Questions:

1. What must a young person do in order to increase muscle size?
2. What part does nutrition play in bodybuilding?
3. What could happen if drugs are taken in order to speed up the process?
4. Why is it important to get a medical check-up before starting a strenuous exercise program?

Follow-Up Activities:

1. Use the chalkboard to make a list of exercises and repetitions that bodybuilders use. (e.g. pushups, bench preses, etc.)
2. What are some routines that gymnasts go through? (parallel bars, hurdles, etc.)
3. Explain why proper nutrition is especially important to fast-growing bodies.
4. Have pupils relate goals they set for themselves and how they went about achieving them.

Related Reading:

Chemical Use Chart. Dennis Nelson.
CompCare Publications, Minneapolis, MN 55441.

• Page 27

Aim:

Is there a connection between drug abuse and crime?

Vocabulary:

arrest, burglary, \$100 habit, juvenile offender.

Materials:

Newspaper headline describing an increase in crime and/or drug abuse.

Motivation:

Why is it important for young adults to have a "clean" police record?

Picture Study:

What is happening to the young man in this picture? Why?

Questions:

1. Why do you think he broke the window on the ground floor?
2. What would the young man do with the items he took?
3. Why do you think he needs the money?
4. What is the difference between robbing and stealing.

Follow-Up Activities:

1. Use math skills to calculate how much money a person would need to support a \$100-a-day habit for one week? for one month?
2. How do these drugs get to the street?
3. Where do these drugs come from?
4. Where could this boy go for help?

Related Reading:

How to Talk to Kids About Drugs.

Suzanne Fornaciari.
Pacific Institute, Bethesda, MD 20014

• Page 28

Aim:

To understand some of the ways in which abused or misused drugs affect the body.

Vocabulary:

arteries, bloodstream, lungs, veins.

Materials:

Chart of the human body showing the circulatory system.

Motivation:

Can you decide which parts of the human body you want drugs to reach?

Picture Study:

How could a drug taken by mouth affect the arms and legs of these students?

Questions:

1. What are some ways in which drugs are taken? (e.g. swallowed, injected, snorted)
2. How is the nose used in some forms of drug abuse?
3. Why are good and bad drugs made in different colors?

Page 28 (con't)

4. What is meant by "tampering" of over-the-counter drugs?

Follow-Up Activities:

1. Have pupils invent a package that would make over-the-counter drugs tamper-proof.
2. Ask pupils to draw a bus poster that would warn people about the dangers of drug misuse.
3. Why is the human heart compared to a pump?
4. The respiratory system controls the way we breathe. How are some drugs abused through the respiratory system?

Related Reading:

The Book of Chemical Crisis. Floyd Sours.
Intervention Enterprises, Box 84
New Concord, Ohio 43762

• Page 29

Aim:

To Appreciate the feeling of support you can get from a group.

Vocabulary:

counselor, rap session, support group.

Materials:

Hand out a list of unfinished sentences of this type:
I am happy when... I wish I could... The saddest time was when... Why can't people... I get nervous when... It is very hard for me to...

Motivation:

How can talking about a problem help to solve the problem?

Picture Study:

What is going on in this picture? Why is it sometimes easier to talk to a stranger than to a family member?

Questions:

1. If you had a serious problem whom would you turn to for help?
2. What would you tell a friend who asked you for help in saying "no" to drugs?
3. What kind of adult would be a good person to lead such a group discussion?
4. What are ground rules that you would like to see set up before a group like this gets started?

Follow-Up Activities:

1. How do you think these people feel when they leave this room after talking about their drug problems?
2. What kind of problems lead to drug abuse?
3. In what ways does drug abuse make these problems worse?
4. Describe the kind of young person who is most likely to abuse drugs.

Related Reading:

First Step. Ann Snyder.
New American Library, Bergenfield, NJ 07621

• Page 30

Aim:

How to get the most out of your spending money.

Vocabulary:

allowance, dealer, hit, joint.

Materials:

Remove a display advertisement from the Sunday newspaper that depicts new toys or video equipment. Place it on class bulletin board.

Motivation:

Which of these items would you like to have?

Picture Study:

Which set of after-school activities is more fun? Why?

Questions:

1. What does an ounce of marijuana cost on the street? (Refer to newspaper stories)
2. How long does it take to smoke a regular cigarette? What do you have left after a pack of cigarettes has gone up in smoke?
3. How much does a six-pack of beer cost.
4. Some drug-abusers need five or six vials of crack each day to satisfy their habit. How much money would it take to support such a habit?

Follow-Up Activities:

1. How long can a basketball last if it is given normal wear? How many games do you guess can be played with one ball? How many hours of fun is that?
2. Compare the cost of a carton of cigarettes with the cost of a basketball. Have pupils comparison shop to get the best price on the basketball.
3. Why do some drug pushers sometimes offer a young person a free supply of drugs?
4. Think of the music to a song that you like. Write four lines of anti-drug advice that can be sung to the music.

Related Reading:

Deciding For Myself.

Winston Press, Minneapolis, MN 55403

• Page 31

Aim:

Where can drug abusers get help?

Vocabulary:

advisor, confidential, counselor.

Materials:

Look up "Drug Abuse and Addiction" in the yellow pages of your local telephone directory. Bring these listings to class.

Motivation:

Ask pupils where they would turn for help if they were suddenly bitten by a snake. How can they get help from a telephone directory or a telephone operator?

Page 31 (con't)

Picture Study:

Where can a young person locate each of these helping adults?

Questions:

1. When is it helpful to talk to a friend about your problem?
2. At what point does it become necessary to talk to an adult?
3. What does "confidential" mean? Why is it important that you feel your interview will be kept confidential?
4. Where can each of these five adults be found?

Follow-Up Activities:

1. How are the listings in the telephone yellow pages arranged?
2. Where could you find the number of an agency to help solve a drug-related problem in the white pages?
3. What is an "800" telephone number? What are some 800 numbers that provide help to young people with problems?
4. Look in the yellow pages to find a telephone number that someone trying to break the crack habit would find useful.

Related Reading:

Getting it Together. Beverly Mattox.
Pennant Press, La Mesa, CA 92041

• Page 32

Aim:

How can you make wise decisions?

Vocabulary:

peer pressure, self-esteem, thinking positively.

Materials:

Write these two statements on the chalkboard:
Everybody does it.
Don't go along with the crowd.

Motivation:

Ask pupils to read each of these statements. Help them analyze their meanings. Do they mean the same thing? Have you ever said something like this in the past? What was the occasion? Which statement makes more sense to you?

Picture Study:

How does the boy with the basketball feel about himself? Do you think he will be influenced by the others?

Questions:

1. How do you feel about yourself? Do you feel differently about yourself at different times?
2. Why do some people allow past failures to hold them back? How can you learn from your past mistakes?
3. In what way is peer pressure a bad thing? How can peer pressure be a good thing?

4. How can positive thinking work for you?

Follow-Up Activities:

1. What steps can you take to become all that you can be?
2. How can you tell what is right for you?
3. Why is the crowd often wrong while you are right?
4. Why is it more important for you to think about your future life instead of thinking about just a few minutes of fun?

Related Reading:

The Roots of Self-Confidence

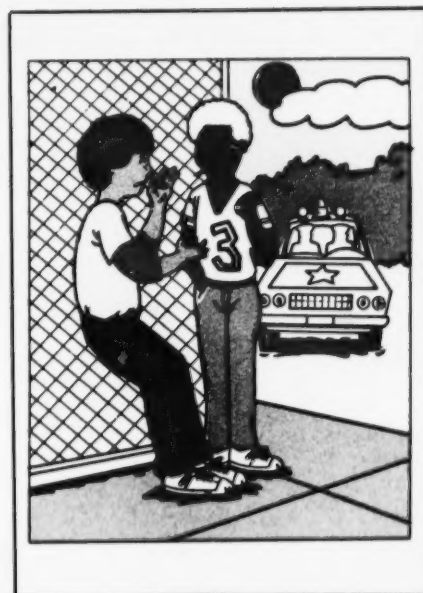
Edith Neisser.

Science Research Associates, Chicago, IL 60611



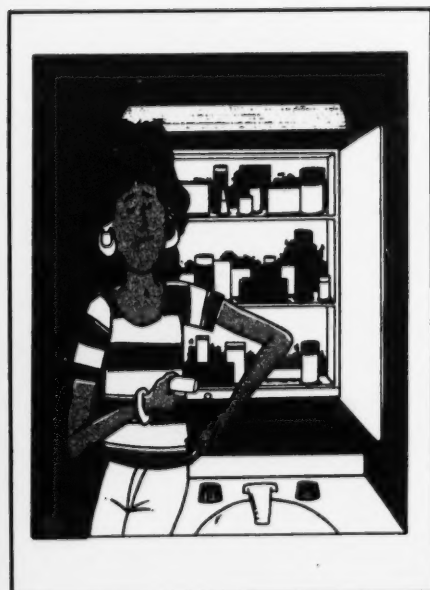
PURCELL PRODUCTIONS, INC.

484 WEST 43rd STREET (#23-M)
NEW YORK, N.Y. 10036



SP 078 216

NOT FOR US



OTHER BOOKS BY FRED AND CAROL CHERNOW

- "Reading Exercises in Black History" Continental Press, 1979
- "Classroom Discipline and Management" Prentice-Hall, 1982
- "Teaching Thinking Skills" Prentice-Hall, 1984
- "Career Opportunities for the Community College Graduate" Simon & Schuster, 1978
- "Teaching the Culturally Disadvantaged Child" Prentice-Hall, 1970
- "School Administrators' Almanac" Prentice-Hall, 1973
- "THAT'S LIFE" Purcell Productions, 1986, An Edu-Coloring™ book on Family Living.

FREE AND INEXPENSIVE TEACHING MATERIAL SOURCES

Addiction Research Foundation
33 Russell Street
Toronto, Ontario, Canada M5S2S1

Al-Anon
P.O. Box 182
New York, N.Y. 10159

Alcoholics Anonymous World Services
P.O. Box 459
Grand Central Station
New York, NY 10163

American Council on Marijuana
136 East 64 Street
New York, N.Y. 10022

Channing L. Bete Co., Inc.
200 State Street
South Deerfield, MA 01301

Cocaine Anonymous
6125 Washington Blvd.
Culver City, CA 92031

CompCare Publications
2415 Annapolis Lane
Minneapolis, MN 5541

Do It Now Foundation
P.O. Box 5115
Phoenix, AZ 85010

Drug Enforcement Administration
U.S. Department of Justice
Washington, D.C. 20537

Food and Drug Administration
Consumer Communications
5600 Fishers Lane
Rockville, Maryland 20857

Hazelden Education Services
P.O. Box 176
Center City, MN 55012

Life Skills Education
280 Broad Street
Weymouth, MA 02188

National Clearinghouse
for Drug Information
P.O. Box 416
Kensington, MD 20795

National Council on Alcoholism
12 W. 21 St.
New York, NY 10010

National Parents and Teachers
Association
700 North Rush Street
Chicago, IL 60611

PRIDE—Parent Resources Institute
for Drug Education
100 Edgewood Avenue
Atlanta, GA 30303

Texans War on Drugs
7800 Shoal Creek Blvd.
Austin, TX 78757

Wisconsin Clearinghouse
1954 East Washington Avenue
Madison, WI 53704

An Edu-Coloring™ Book

NOT FOR ME!

By FRED and CAROL CHERNOW

Copyright © 1986 PURCELL PRODUCTIONS, INC.

484 WEST 43rd STREET (#23-M)

NEW YORK, N.Y. 10036

All Rights Reserved

**No part of this book may be reproduced or copied in any form
without written permission from the publisher. Produced in USA.**

ISBN 0-9610742-1-3



Copyright 1988

People take chemicals to change the way their minds and bodies work.
These chemicals are known as drugs. Some drugs are good for you.



Copyright 1986

Doctors sometimes give sick people good drugs to make them well.
These drugs can be used in the wrong way. People may take
too many pills or take them for the wrong reasons.



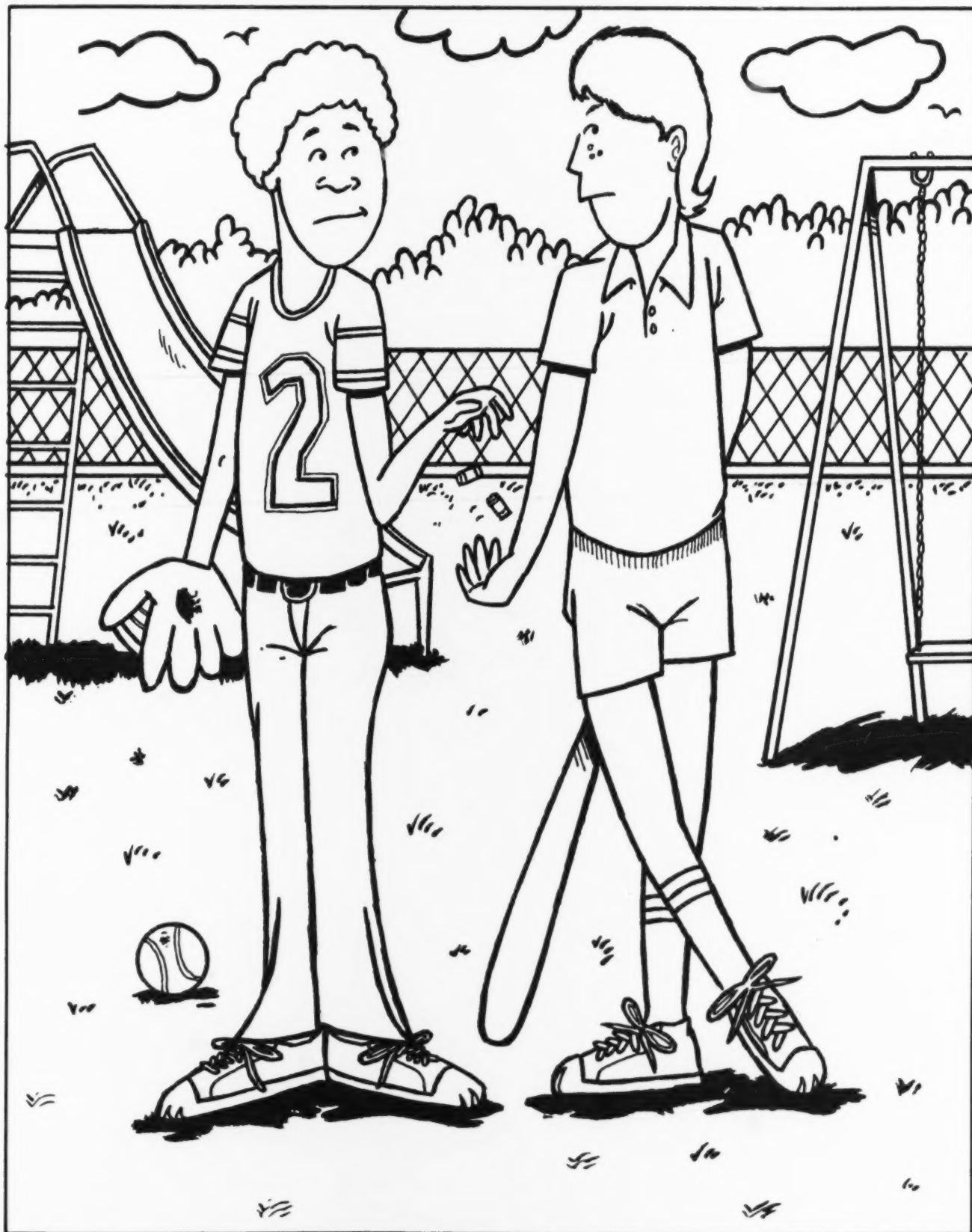
Copyright 1986

Not every sniffle, cough or headache needs a pill to make it go away.



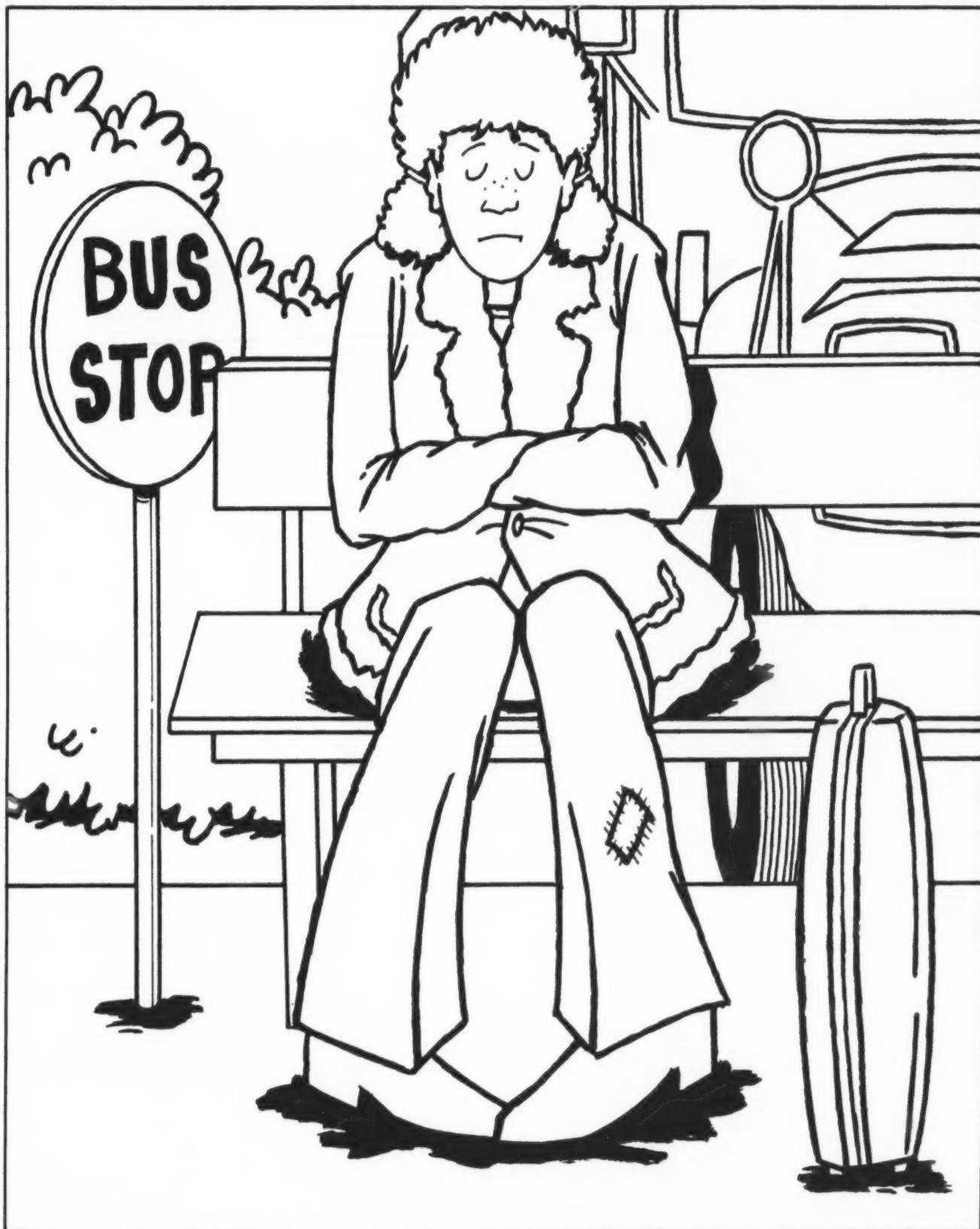
Copyright 1986

When people use a drug in the wrong way they are called
"drug abusers."



Copyright 1986

Playing around with drugs even once can lead to a habit
that controls a person's life.



Copyright 1986

When drugs control their lives, abusers lose their friends,
their families, their jobs.



Copyright 1988

Some people abuse a drug by taking too much. This is called an overdose. They may wind up in a hospital or drug treatment center.



Copyright 1988

Many drug users like to get others to share their habit.



Copyright 1986

Alcohol is one of the most widely used drugs.
Some people have one or two drinks when they get together with their friends. Some people feel sick after one or two drinks.



Copyright 1988

**Alcohol is a drug that can easily be abused.
Some people drink alcohol to forget their troubles.
They lose interest in their friends.**



Copyright 1986

Alcohol can make your brain feel fuzzy and your body hurt.



Copyright 1986

There are many ways to lose weight.
Taking pills is the worst way.



Copyright 1986

It is easier to get hooked on nicotine than on alcohol or some other drugs. Each cigarette smoked makes the habit harder to break.



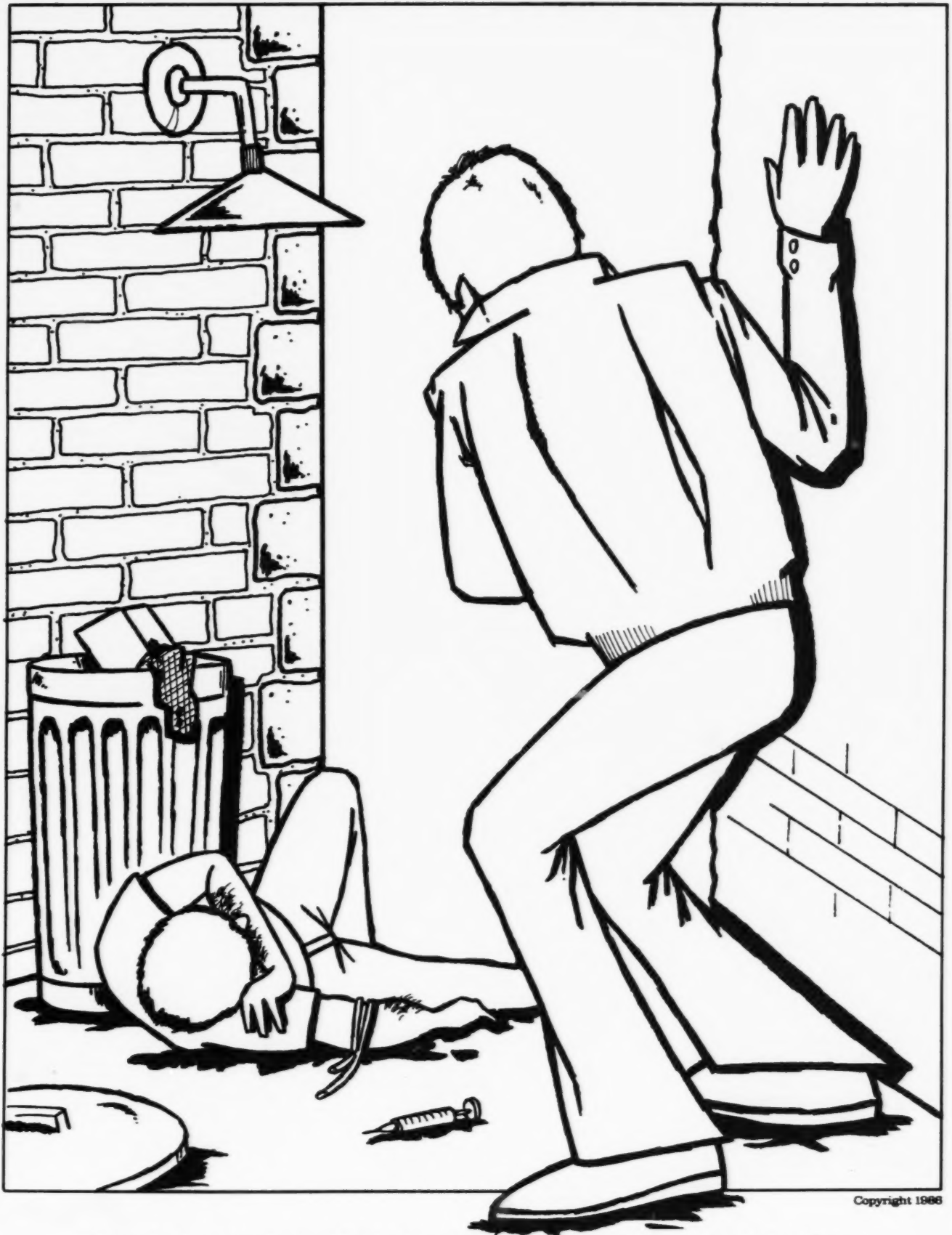
Copyright 1986

It is against the law to smoke marijuana.



Copyright 1986

Crack is a deadly drug. It is made from cocaine.
You can get hooked on crack after using it just once.

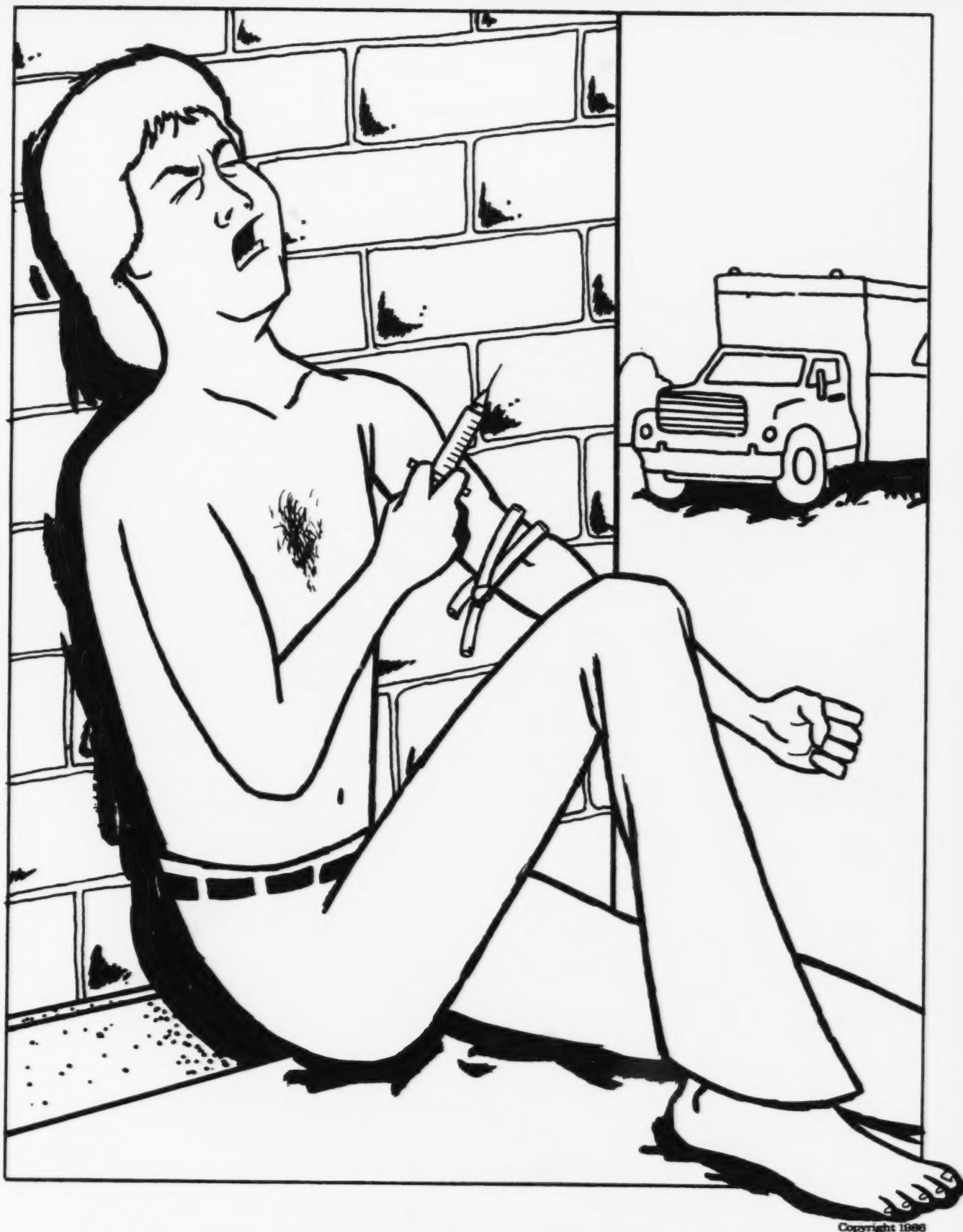


Copyright 1986

Heroin is one drug that abusers may inject into their bodies.

Soon they need more of the drug.

They get sick if they can't get more heroin.



Copyright 1988

**People who use needles to take drugs have special problems.
A dirty needle can kill them.**



Copyright 1988

Parents who abuse drugs may not have time for their children.
The children may feel alone and unloved.



Copyright 1986

When parents abuse drugs children may feel it is their fault.
If mom and dad are acting strangely it may not be the child's fault.
It is not a child's fault if a parent is an abuser.



Copyright 1988

Parents often feel helpless when their children abuse drugs.



Copyright 1988

**Some drugs make you forget to eat.
You don't feel hungry even though your body wants food.
Your stomach begins to hurt.**



Copyright 1988

**Bad drugs make your brain feel tired.
Many thoughts go through your head and keep you awake.
You try to sleep but you can't.**



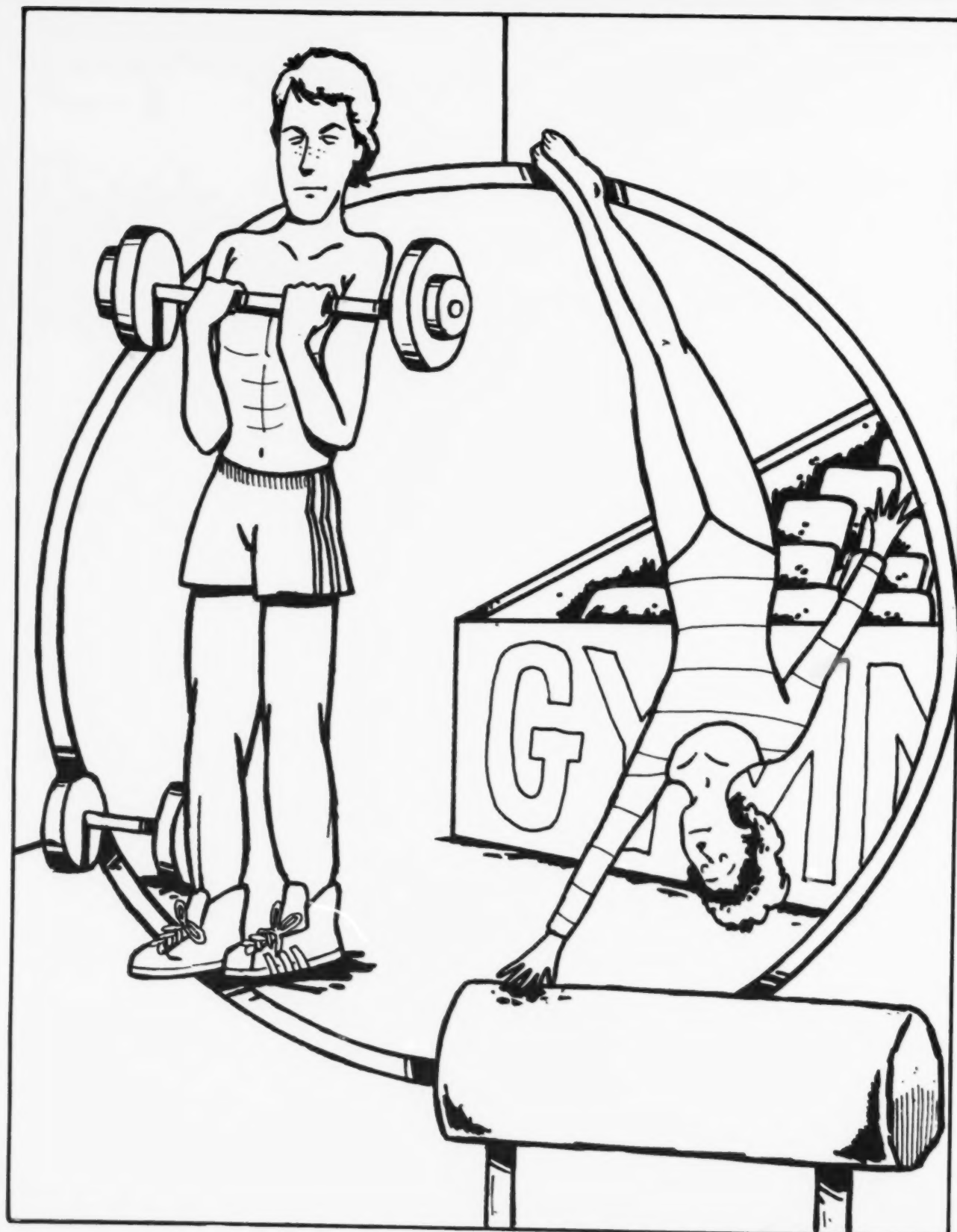
Copyright 1988

**Some drug abusers need pills to fall asleep at night.
Some drug abusers also need pills to wake up in the morning.**



Copyright 1988

Some famous people thought that certain drugs were not dangerous. They were wrong. Many of these young, talented people are now dead because they took drugs.



Copyright 1988

**Some athletes think they need certain pills to build up their bodies.
This can be deadly.**



Copyright 1986

Some drug abusers rob and steal to get money to pay for drugs.



Copyright 1988

**A bad drug goes everywhere in your body:
your brain, your eyes, your lungs, your heart, your arms and legs.
A bad drug changes your body in strange ways.**



Copyright 1986

People with drug problems can help one another.
Just talking things over with a trained adult can help.



Copyright 1988

The money spent on drugs can buy other things that are fun
and good for you.



Copyright 1988

There are people who can help you
if you think you have a drug problem.



Copyright 1988

Smart is never having to do what a friend does
just to be part of the group. Be smart!

PARENT'S GUIDE

HOW CAN I HELP MY CHILD SAY "NO!" TO DRUGS?

1. **THINK** positively about yourself as a person and as a parent. Self-esteem is contagious.
2. **PRAISE** your children when they deserve it. Use these occasions to build your child's self-confidence.
3. **LISTEN** to your children, especially when they talk about things you may consider trivial. If it's important to them, it's *important*.
4. **MAKE** time for your children. Don't let them say—when it's too late—"You were always too busy to talk to me!"
5. **DEVELOP** your talents and abilities. You are your child's first role model.
6. **CHECK** out your children's friends and the places they play. Be suspicious if they talk about someone you've never seen.
7. **ACCEPT** your strengths and weaknesses. Everyone has them. Do the same for your children.
8. **RESPECT** yourself and your children. Don't try to be what you're not. Help your children be proud of who and what they are.
9. **TRUST** your judgment. If you think there has been a change in your child's attitude, habits or school performance, look into it carefully and *quickly*.
10. **GET** help from a trained professional. If you suspect your child has misused or abused drugs, contact an agency in your community, or call one of these toll-free numbers:

TOLL-FREE 800 TELEPHONE NUMBERS

1-800-431-5005	Childfind: Helps find missing children.
1-800-COCAINE	Drug abuse treatment and referral service.
1-800-451-0525	Lifeline Systems: Information on health problems.
1-800-422-4453	National Child Abuse Hotline: Crisis Center for parents and children.
1-800-336-4797	National Health Information Clearinghouse: Free information on drug-related problems.
1-800-227-8922	Operation Venus: Information on sexually-transmitted diseases.
1-800-421-0353	Parents Anonymous: Treatment and prevention of family problems.
1-800-231-6946	Runaway Hotline: Prevention and rescue program.
1-800-462-1884	Telephone Tape Library: Plays tapes in areas requested, e.g. smoking, alcohol, etc.

"NOT FOR ME"

"The best approach is to persuade our young people to say 'No' to drugs."

—Nancy Reagan

"Ku Klux Klan nooses never killed as many of our young people as drugs."

—Rev. Jesse Jackson at Len Bias's funeral

"There is no silver bullet to kill this Dracula we call drug addiction . . . the best approach is prevention, education and treatment."

—NY Governor Mario Cuomo

"Thus far we've lost our war on drugs. Our best hope is to *prevent* young people from starting on drugs."

—Florida Governor Bob Graham

"Along with parents, schools have an important role in preventing drug abuse . . . these efforts must begin in the *elementary school*."

—Dr. Michael Irwin, Medical Dir., United Nations

"The war against drugs must be waged simultaneously in the church, in the synagogue, in our homes and in our schools."

—Cong. Charles Rangel, Chairman, House Select Comm. on Drug Abuse & Control

Each class set of Edu-Coloring™ Books comes with a *Teacher's Guide*.

This easy-to-use learning tool provides the teacher with a comprehensive Lesson Plan to accompany each page of "Not For Me."

The classroom-tested *Teacher's Guide* will highlight for you these eight vital learning aids for each page of the book:

- AIM:** Give each of your lessons a clear focus.
- VOCABULARY:** Identifies "new" words for you to introduce at the start of the lesson.
- MATERIALS:** Pinpoints easily available classroom items to spark the interest level of your pupils.
- MOTIVATION:** Introduces your pupils to the topic to be discussed on this page. Heightens their interest and their expectations.
- PICTURE STUDY:** Helps your pupils study the artist's sketch for non-verbal clues to the topic to be studied.
- QUESTIONS:** Poses thought-provoking questions that will help you lead your class discussions. These can be adapted to several grade levels, giving you a more flexible approach.
- FOLLOW-UP ACTIVITIES:** Utilizes other curriculum areas to reinforce learning. Recalls previously-taught material and provides a springboard for additional discussion.
- RELATED READING:** Extends your knowledge of the subject and provides enrichment for your pupils.



PURCELL PRODUCTIONS, INC.
NEW YORK, N.Y.

51

ISBN 0-9610742-1-3